

SCHOOL IMPROVEMENT
SERIES-1

The Evaluation & Improvement of a Lesson

By

GOPI NATH RAINA

(Teachers' Training College, Srinagar, Kashmir.)



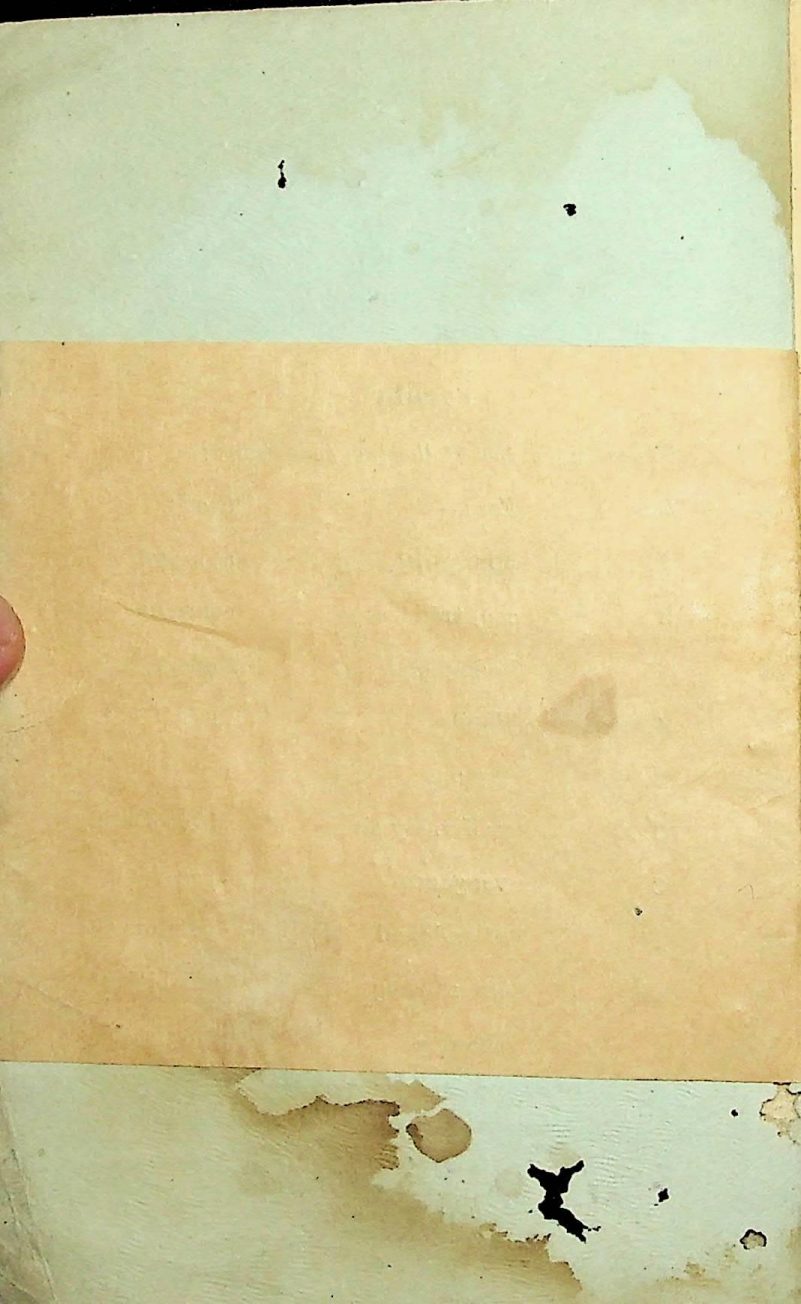


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Errata

Please make the following corrections :—

<i>Page</i>	<i>Line</i>	<i>For :—</i>	<i>Read :—</i>
5	24	appropriate	appropriate
7	8	cen, tredness	centredness
18	25	Pedagocial	Pedagogical
31	4,22	Pupils	pupils
34	3	lay out	lay-out
36	3	preferably sit	sit preferably
41	3	vengeance	vengeance
41	14	abondoned	abandoned
43	4	back biting	back-biting
43	9	shouing	shouting



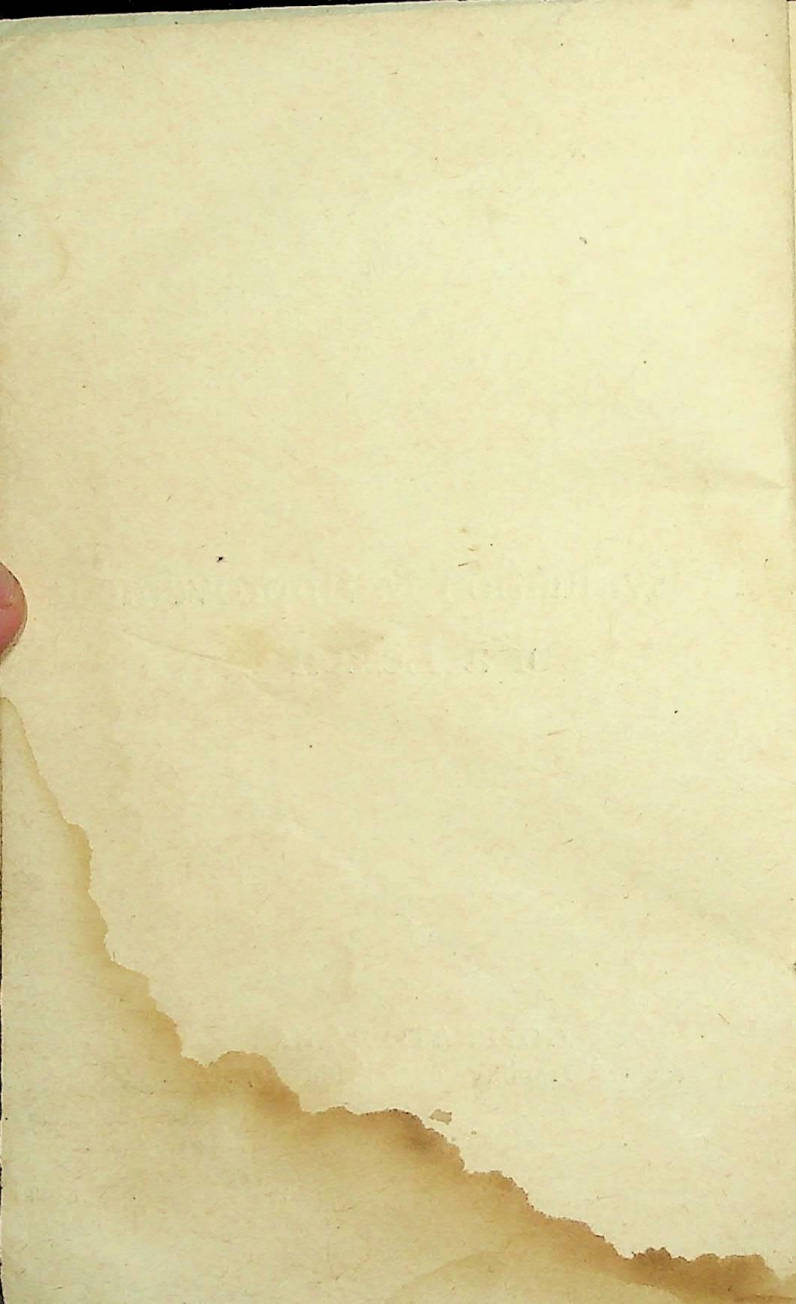
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FOREWORD

I am happy to observe that the Extension Services Department of the T. T. College has undertaken a series of Publications as part of the school improvement programmes initiated by it in recent years. I am also glad that the first publication is of Mr. G. N. Raina, M.A; M.Ed.

Mr. Raina is a senior lecturer at the Teachers' Training College Srinagar, and he has had a considerable experience of successful teaching here and abroad. He has put forth quite a few practical and useful hints of class-room teaching in a simple and lucid manner. I am sure, that his suggestions will be of great help, not only to the students at the training institutions but also to the teachers working in our secondary schools.

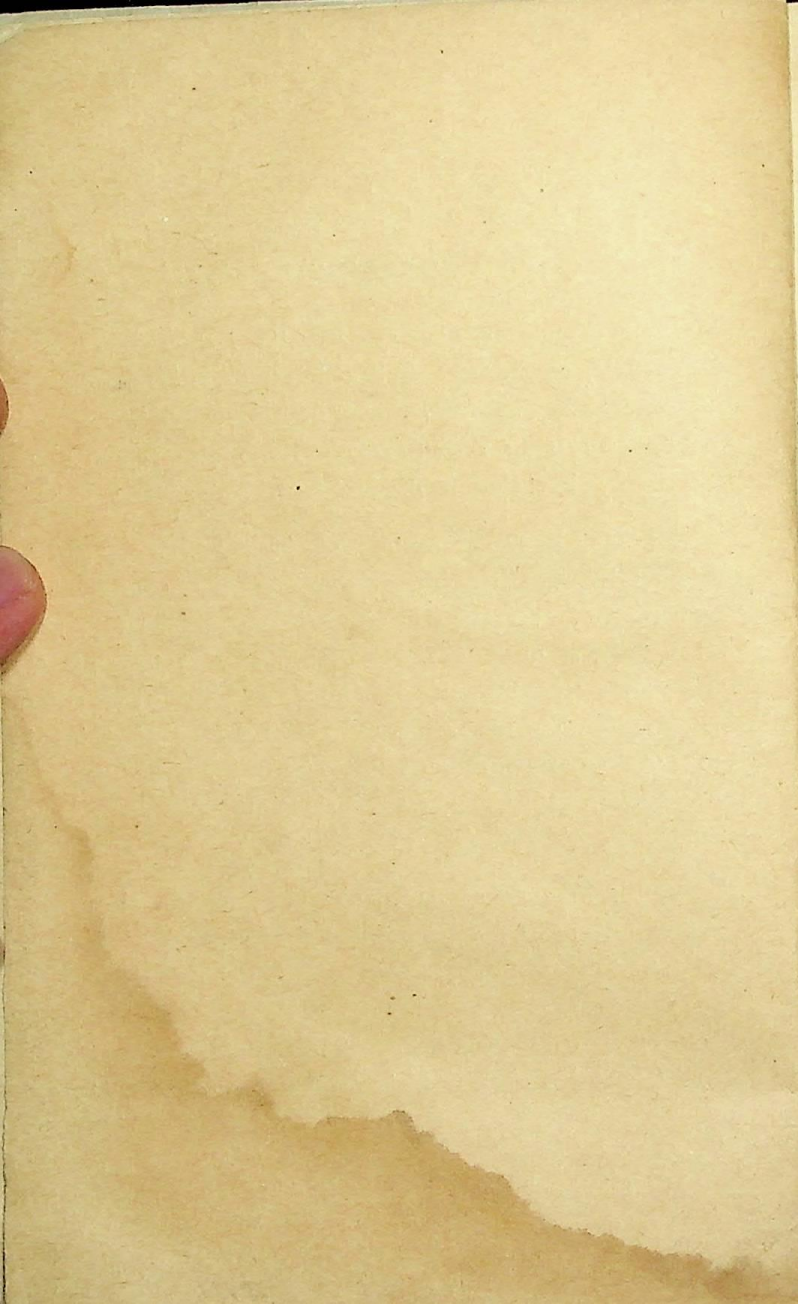
Mr. Raina has set the pace and I hope that the other publications of the department will maintain it.

(Mrs.) S. Z. Ahmed

M.A. Education (London)
Principal, Teachers' Training
College, Srinagar.

&

Hon. Director Extension Service
Department, Srinagar.



INTRODUCTION

The following pages have been written with two definite purposes. First, to help the teachers learn how a lesson is usually assessed and evaluated by critical observers and supervisors; and secondly to acquaint them with some practical skills of teaching that may help in improving their professional efficiency and classroom teaching competence.

The suggestions that have been made in these pages are based on my personal observation of hundreds of lessons, delivered by the student-teachers of the college, in controlled situations; discussions with quite a few veteran teachers and principals of secondary schools; and the many studies available in the college libraries.

My thanks are due to Mrs. Sajada Zamir Ahmed, Principal Teachers' Training College, Srinagar, for her ready help and encouragement in all my educational ventures. Mr. Laxmi Kant Rambal, co-ordinator Extension Services Department Srinagar, took a keen interest in the project. He not only persuaded me to initiate a series of helpful pamphlets, but also took the responsibility of seeing it through the press. I am indeed indebted to him for his labour of love.

The pamphlet is dedicated to that unassuming fellow-worker of mine, who has chosen the profession deliberately and who desires and wills to be a successful teacher in years to come. I wish that these pages could be of some real help to him!

September 7, 1965.

Gopi Nath Raina

Govt. Teachers' Training College
Srinagar, Kashmir.

The Criteria on which a lesson is generally assessed may be summarised as :—

1. Teacher's preparation of the lesson.

2. Teacher's strategy of work.

(a) His method.

(b) His resourcefulness including his use of :—

(i) Narration.

(ii) Questions.

(iii) Teaching Illustrations.

(iv) Black Board.

(v) Class management.

3. Teacher's personality.

4. The overall effect of his teaching.

Teacher's Preparation

(1) The teacher should **Never** go to the class unprepared. Even the experienced teacher should consider every lesson as a New Lesson and plan and prepare thoroughly before its actual delivery in the class.

(2) A teacher who either postpones to answer the questions asked in the class or gives incorrect answers is generally a failure.

(3) The preparation of the lesson includes :—

- (a) Selecting the subject matter.
- (b) Drawing up the Lesson Note.
- (c) Providing for the specific requirements of the class.

(a) Selection of the subject matter

(1) The teacher should study and know **more** than what he intends to teach in the class.

(2) He should not confine his studies to a particular point of view.

(3) The information should be accurate and significant

(4) The quantity of the subject matter will depend upon :—

- (a) The aim of the Lesson,
- (b) The capacity of the pupils.
- (c) The availability of the time
- (d) The nature of the subject matter — the nature of its difficulties, the possibilities of its future use etc.

(5) The success of a lesson is judged, not by the number of things taught, but by the amount that has been understood by the pupils.

(b) Lesson Note :

There are various ways in which Lesson Notes may be written. A Lesson Note is not an essay on Lesson.

It should convey to others :—

- (a) A clear idea of the subject matter that the teacher intends to impart.
- (b) The skill and technique he uses in imparting it to the pupils.

The following are some of the common mistakes in lesson notes that should be avoided :—

- (a) Spelling and linguistic mistakes.
- (b) Lesson notes written shabbily and solvenly.
- (c) Inaccuracy of matter due to defective or insufficient knowledge of the teacher.
- (d) Defective arrangement and sequence of the matter.
- (e) Defective judgements in regard to emphasis or detail.
- (f) Lack of clarity in the specific aims of the lesson.
- (g) Vagueness in method.

The words like 'elicit', 'educer', 'illustrate' or 'explain' are used frequently without indicating the actual procedure.

- (h) Omission of diagrams, sketches, or black board summaries.
- (i) Omission in pointing out the situations when teaching aids are displayed.
- (j) Strait Jacketing all notes to the same plan.

The lesson note should clearly reveal :—

- (a) **The identification** — the class for which the lesson is meant, the duration of the period, and the date of delivery of the lesson.
- (b) **The objectives** of the lesson.
- (c) **The activities** envisaged for realizing these objectives.
- (d) **The evaluation** of the outcome of these activities.

The lesson note should have various headings. These provide the teacher with mental sign - posts for the development of the lesson.

The teacher should not be a slave to his lesson note. He may have to modify some aspects of it in the class-room, according to the classroom situations.

(c) **The Herbartian Steps**

Johann Friedrich Herbart (1776—1841) was a German philosopher. His writings have influenced profoundly the science of Education.

A lesson is a purposeful activity and not a random struggle. The teacher in the class does not swing from one fact to another casually or unpredictably. The facts of the lesson must have a logical arrangement of facts and a psychological continuity in their exposition. The teacher should therefore :—

- (a) **Prepare** the necessary background and the appropriate mental readiness in the

pupils before developing the New Lesson.

- (b) **Associate** the New Knowledge with what is familiar to the pupils.
- (c) **Formulate** new rules, principles and procedures.
- (d) **Apply** the New facts, skills and insights in appropriate situations.

The Herbartians insist that a lesson must proceed according to 5 definite steps. Each step grows naturally out of the preceding step. The steps have been labelled differently by different followers of Herbart. Prof. Rein has suggested the following nomenclature :—

- (1) Preparation—For 'laying' the stage necessary for the New Lesson.
- (2) Presentation—Forms the major part of the lesson. New facts etc are presented to the class.
- (3) Association—The New is associated with old through comparison, contrast, illustration etc.
- (4) Generalisation—General principles are derived, enunciated or Summarised.
- (5) Application—The Principles are applied in appropriate situations.

The steps (3), (4), (5) are also described as Assimilation, Application and Recapitulation respectively by other Herbartians. The Lesson Note may be drawn

on Herbartian plan, but it is neither desirable nor possible to write up all lessons in this form. Also in some lessons, some of the above 'steps' may be deleted or substituted by other headings.

The weightage usually given to the various stages is :—

	<i>In terms of Time</i> (Period of 60 mts)	<i>In terms of Supervisors Evaluation</i>
(1) Preparation—	10 minutes	20%
(2) Development—	30 minutes	50%
(3) Assimilation—	20 mts	30%
(Generalisation etc)		

(d) **The aim of the Lesson :—**

The aim of the lesson influences the whole conception of the lesson unit, the selection of the matter and its treatment. The aims should be formulated with care and thought.

1. The lesson should :—

- (a) Further the General or the Ultimate aim of the subject—development of fundamental abilities in a language lesson, for instance.
- (b) Realise the specific goals of the lesson in terms of behaviour changes in the pupils.

The same topic may be taught to different classes or with different purposes. The same subject matter, taught in a history period for its informational value

may be taught as a language lesson for its linguistic potentialities.

2. The aims should be definite and expressed precisely in clear terms.

Vague and general statements like 'addition of words to the active vocabulary of the pupils' or 'appreciation of a poem' should be elaborated.

3. The aim should indicate pupil-centredness. The statement of aim should emphasise learning by the pupils rather than 'telling' by the teacher. For example 'Imparting of knowledge' as a statement of aim is not as good a statement as 'helping the pupils gain knowledge'.

4. It is desirable to state, in the lesson notes, several aims of the Lesson (main and subsidiary) separately and to rank them in order of their importance.

5. The aims of a comprehensive lesson are :—

- (a) Knowledge enrichment.
- (b) Skill development.
- (c) Attitude formation.

The teacher may lay different emphasis on these aspects according to the nature of the lesson.

6. The pupils should be made aware of the main aim of the lesson.

Preparation or introduction.

Purpose :—

- (1) To test the basic knowledge of the pupils

necessary for the New Lesson.

(2) To raise the apperceptive mass of the pupils.

(3) To place the lesson in its proper sequence.

(4) To develop the proper background for the lesson.

(5) To arouse the mental activity of the pupils by awakening interest.

(6) To awaken the Sympathy of the pupils.

(7) To give a direction to the thoughts and activities of the pupils.

Method :-

(1) The introduction should be brief and brisk

(2) The introduction should not be an elaborate revision of previous lesson.

(3) The introduction will vary with the subject, topic and the objectives of its teaching.

The following are some of the ways in which a lesson may be introduced :-

(A) Information lesson :-

(a) Posing of a question or questions that may reveal ignorance, arouse curiosity or revise a few relevant points of the previous lesson.

(b) Use of skilful conversation to explore points of contact.

- (c) Reference to pupil's experiences, events or things.
- (d) Use of Pictures, models, sketch maps or diagrams.

(B) Drill Lessons :-

- (a) Return of Pupil's work with comments.
- (b) Discussion of common errors.
- (c) Simple mental work.
- (d) Practical work.

(C) Language Lessons :-

- (a) Summarising of the content of the lesson.
- (b) Reviewing briefly the author and his works.
- (c) Examination of sentence patterns.
- (d) Comparisons and contrasts.
- (e) Exhibition of objects and illustrations.
- (f) Use of concrete actions and readings.
(Poem)

(D) Appreciation lessons :-

- (a) A hint of the matter.
- (b) A suggestion of the atmosphere or the setting.
- (c) A mere suggestion to listen.
- (d) Use of a picture.

(E) Skill Lessons :-

- (a) Examining of specimen.
- (b) Posing of a problem.

(c) Oral work and discussion.

(d) Demonstration.

(4) Introduction should be short and natural. There should be no beating about the bush.

The teacher may sometimes plunge into the subject directly.

(5) Use of pictures as an introducing device beyond the primary classes should be made with great discretion.

Exposition of the Lesson :-

Each subject of instruction has its peculiar class of facts and its own educational value. Appropriate methods have been evolved to suit the specific requirements of the subject.

The methods advocated at a Training College are not a bundle of convenient tricks or rule - of - thumb procedures, but tried and tested blue - prints of work designed to :-

(a) Ensure a thorough and systematic work throughout the period.

(b) Minimise monotony and weariness among the pupils.

(c) Secure economy of time and effort of the teacher.

(d) Utilise the learning situation to the maximum educational advantage.

The teacher is advised to understand these methods, adapt them suitably, and evolve his own strategy of work. It should be remembered that :

(1) Every well-known method has some good in it, but no method is all good.

(2) Even a good method can fail to work if applied blindly.

(3) The methods are inter - related and are based on sound Psycho-pedagogical principles :

Psychological principles.

1. Learning Process :

(A) Interpretation of theories of learning.

- (a) Exploration and self effort should be encouraged.
- (b) Integration and correlation should be emphasised.
- (c) The lesson should form an integrated unit and mastered singly.

(B) Laws of learning.

Readiness : The interest of the pupils should be aroused and maintained throughout the lesson.

Exercise : Constant repetition and review exercises should be provided for learning for permanence.

Effect : Learning should be made pleasant. Playway and self activity lead to satisfaction

Maturation : Only that much should be taught which can be comprehended and assimilated by the pupils.

Multiple learning : The pupil learns not only what is taught deliberately and consciously, but he incidentally picks up habits, attitudes and modes of thought also.

(C) Factors promoting Learning.

(a) **Proper motivation** through activities that are purposeful and related to the urges and interests of the pupils.

(b) **Participation of the pupils :**
Learning by doing.

(c) **Elimination of fatigue.** by adjustment of the work schedule, length of the period etc to suit the mental level of the pupils.

(D) Overcoming of Plateaus by :—

- (a) Change in mode of teaching method.
- (b) Removal of distractions.

(c) Stimulation to curiosity and emulation.

(e) Transfer of Learning : Transfer is an article of faith with the teacher. For Maximum transfer :-

- (a) The pupils should be trained to observe and to discover similarities between the situations.
- (b) Teaching should lead the pupil to generalise principles.
- (c) The subjects should be correlated from within and related to life situations.

(f) **Retention of Learning.**

Memory is a gift of nature and its capacity cannot be increased, but its potentiality can be effectively used. Recall is made easier if :—

- (a) The teacher secures the attention of the pupils by making the lesson interesting—by introducing variety and by the use of teaching aids.
 - (b) Deeper impressions are created by an appeal to many sensory organs.
 - (c) The pupils appreciate the purpose and the significance of the lesson.
 - (d) Spaced repetitions of the learnt material
 - (e) Mnemonic devices involving the principle of association.
- (2) **Developmental Psychology of the learner.**
- (a) The method should be in accordance with

the interests and significant tendencies that are pronounced at a particular stage of development.

- (b) Exploration and observation; imitation and emulation, and suggestion are useful as modes of learning.
- (c) The differences among individuals should be fully recognised and provided for by introduction of varied activities, flexibility in methods, close supervision of individual work and differentiated assignments.

3. Psychology of the subject :

- (a) Instruction in a subject should be subservient to the development of the power to observe, to think and to apply.
- (b) The work and attitude should not create unhealthy inhibitions or complexes in the pupils. The fear of the teacher is often transferred to the fear of the subject.
- (c) The following are some of the main points that should be kept in view while teaching :—

Language Lessons :

- (a) Translation should be used as sparingly as possible.
- (b) Oral work should precede the written work.
- (c) The first impressions should be as accurate

as possible ; the pupils should have nothing to unlearn subsequently.

- (d) The reading material should be properly graded and situations created for the intensive drill work of the controlled material.
- (e) The essentials of good reading are clearness and expression. The teacher should practise his own reading at home and pay attention to the correct pronunciation, distinct articulation, proper accent and emphasis, appropriate phrasing and fluency, and natural expression of the pupils in the class.
- (f) In Silent reading the pupil should be discouraged from running his fingers over the printed lines, and murmuring.
- (g) The teacher should explain words, phrases etc by various devices—usage, equivalence, action, gesticulation, match stick drawing, model etc.
- (h) Words should not be torn out of their context for explanation.
- (i) The pupils should be lead to appreciate a poem and to recite it properly.

Science Subjects :

- (a) The scientific information should be gathered by the pupil heuristically.

- (b) The teacher should combine theoretical teaching and practical work.
- (c) The teacher should not only transmit to the pupils some facts of science, but he should also develop a scientific attitude and temperament in them.
- (d) The science teaching should be made more realistic and less book centred.
- (e) The teacher should improvise apparatus as far as possible to make up for the deficiency of proper apparatus in our schools.
- (f) The pupils should be trained to organise and arrange things and to handle the apparatus and appliances properly.

Mathematics

- (a) The teacher should not rush through a topic. Enough drill work should be provided to the pupils to assimilate the concepts, to learn the processes and to apply these in different situations.
- (b) The teacher should emphasise both speed and accuracy. At the lower levels, accuracy of results is more important.
- (c) The mental work should be encouraged. It is not desirable to write down every detail of the process.
- (d) The school-mathematics should not be

compartmentalised into water-tight branches. Algebraic methods, that yield solutions to arithmetical problems more speedily should be permitted.

- (e) Short cuts, alternative methods, and verification of results should be encouraged.
- (f) Mathematics is a sequential subject. The pupils should be directed to be regular in their work. The teacher should arrange extra time for make-up work of the pupil absent from the class.
- (g) The work of the pupils should be checked regularly. The study habits of the pupils checked and corrected and individual difficulties removed. The practice of writing in a slipshod manner at the school in the rough note books, and then neatly copying in the fair note books should be discouraged. All work should be systematic, neat and in proper note books.
- (h) The teacher should draw the diagrams correctly. For emphasising the relevant aspects of a diagram, coloured chalk may be used.
- (i) The problems set, should not be 'figments of imagination' but be real and lifelike.
- (j) Frequent revisionary exercises should be provided after the various aspects of a topic are finished.

- (k) The teacher should encourage precision of expression in his pupils.

History :

- (a) The teacher should draw out the interdependence of Geography and History.
- (b) The memory of the pupils should not be burdened with the names, battles, trivial dates and isolated facts.
- (c) The teacher should develop time-sense, and cause-effect relationship among the pupils
- (d) The teacher should, in the advanced classes, emphasise movements and their impact on subsequent history, rather than on personal details of kings and queens.
- (e) History teaching should have international bias. The history teacher should take special precaution to check that no narrow, prejudicial or irrational jealousies and attitudes are formed in the pupils. The subject matter of history should be chosen with great care and discrimination.
- (f) The history teacher must be a good narrator and use all his resources to make the past real.

4. Pedagogical maxims :

- (1) Proceed from known to unknown — From the known experiences to new experiences ; from the 'given'

to the 'new conclusions'; from 'local' to 'outside'.

(2) Proceed from easy to difficult.

(3) Proceed from simple to complex.

(4) Proceed from concrete to abstract — From perceptual learning to conceptual learning ; Things before Ideas.

(5) Proceed from empirical to rational — From Psychological to Logical.

The teacher should not confine himself to what is easy, simple, concrete or empirical, but should gradually lead the pupils to the unknown, increasingly difficult, complex, abstract or rational.

There must be a definite **movement** in this direction.

(6) Proceed from Induction to Deduction — From particular instances to General and Universal truths ; examples before rules, formulae or definitions ; From whole to parts ; leading 'events' before 'details' ; General principles before exceptions.

(7) Proceed from analysis to synthesis.

(8) Follow nature — Whatever the child does not want to learn is not worth learning.

These maxims are useful not only in choosing the appropriate method, but these are also useful in selecting the subject matter and in its gradation.

Recapitulation of a Lesson :

Recapitulation aims at fixing the subject matter in the pupil's mind. The important items of the lesson are recalled or represented to ensure that :—

- (a) All the possible misunderstandings, ambiguities and omissions in the previous learning are removed.
- (b) Appreciation and understanding of facts and the development of skills is adequate and complete so that the pupil has a clear grasp of their inter relationships.

(1) The Recapitulation is not a mechanical revision of the whole lesson.

(2) When the subject matter is unfamiliar or lengthy, it is advisable to divide the lesson into appropriate units and to recapitulate each unit individually.

(3) The Sectional recapitulations should be followed by a General recapitulation of the whole material.

(4) All the envisaged aims of the lesson should be realized. The recapitulation can help in testing their realization.

Recapitulation may be done by :—

- (a) Review of the most significant material, by the teacher.
- (b) Discussions among the pupils.
- (c) Application of the concepts and skills in

theoretical or practical problems.

(d) Meaningful drill of the learnt material.

(e) Questions and answers.

Home work :

The home work is sometimes a necessity, because of the non availability of sufficient time in the school and because of larger classes.

(1) The home work should not be given as a matter of routine or just to keep the pupils busy at home.

(2) The home work must be done by the pupil without anybody's help.

(3) The home work should be varied and interesting. It is better to give work in terms of activities and through objective type questions instead of memory exercises.

(4) The home work should be individualized. It should be within the capability of the pupil.

(5) The home work should be moderate. It should not encroach upon the pupil's time for play or recreation.

(6) The home work should be carefully scrutinised and corrected by the teacher regularly.

The mistakes in home work arise from three sources :—

(1) Mistakes due to careless habits.

These include computational errors in mathematics, omission of letters and words in language composition and defective drawings in science practicals. These are not very serious. These may be only pointed out. The study habits of the pupils should be looked into and remedial measures adopted.

(2) Mistakes due to incomplete comprehension of the principles. The teacher should take up the lesson with the individual pupil and remove his difficulties. If the mistake is fairly common in the class, the lesson should be revised again in the class and the pupils sufficiently familiarised with the situation.

(3) Mistakes due to poor language and expression. The common mistakes that must be pointed out are :—

- (a) Grammatical mistakes — particularly in the use of tenses, number and gender.
- (b) Mistakes in Spelling or diction.
- (c) Punctuation mistakes.
- (d) Repetition of ideas or of words.
- (e) Confusion of arrangement.
- (f) Obscurity of style.
- (g) Pleonasm.

The language teachers must make special efforts and give extra time to the weak pupils of the class. Graded composition lessons should be devised for such pupils. As language is used in all subjects of instruction, other teachers can help by pointing out the mistakes

and correcting them as soon as these are discovered.

The pupils should be directed to use simpler vocabulary and short sentences. The teacher may also demonstrate how the answers should be written.

Controlled - answer tests could also be used to minimise language difficulties.

The Resourcefulness of the Teacher :

Questions

Questions serve two main purposes in a lesson.

(1) Exploration of the previous knowledge of the pupils.

(2) Excercise of the mental powers of the pupils with a view to making them participate actively in the lesson.

Questions may be asked at every stage of the lesson.

(1) At the begining of the lesson :

- (a) For verifying the amount and character of knowledge possessed by the pupils, necessary for the lesson.
- (b) For arousing interest of the pupils for learning the lesson.
- (c) For relating the lesson with the previous lesson or with the familiar experience of the pupils.

(2) At the presentation stage :

- (a) For developing the lesson with the co-operation of the pupils.
- (b) For focussing the pupil's attention on important points.

(3) At any major division of the lesson.

- (a) For recapitulating rapidly the salient features of the unit.
- (b) For testing the pupil's grasp of the subject matter and clearing doubts and ambiguities.

(4) At the conclusion of the lesson.

- (a) For reviewing the entire lesson and fixing new ideas and concepts in the minds of of pupils.
- (b) For co-ordinating and integrating the various units.
- (c) For checking comprehension and applicability of the learnt matters.

The effectiveness of the Questions depends upon both the Nature of the Questions and the skill of handling them.

(A) (1) The subject matter of questions should be adapted to the capacity of the class.

The questions should check what the pupils are **Supposed to know**, and not what they **do not know**.

(2) The language of a question should be simple, familiar, direct and free from ambiguity.

(3) The questions should form a logical sequence. Each question should ordinarily have, a close and natural relationship with the preceding question.

The questions should be graded properly. The complexity and difficulty should increase gradually.

(5) The questions should have definite and preferably a single correct answer.

(6) The question should make the pupil **think**. The following type of questions should, as far as possible, be avoided.

(a) Echo questions.

(Immediately after telling a statement, question is asked to echo the statement)

Example : Akbar was a Moghul emperor—
who was Akbar ?

(b) Omnibus questions.

(A number of questions combined together to form a lengthy question)

Example : What were the causes, events, and results of the third battle of Plassey ?

(c) Elliptic questions.

(Incipient statements broken off in the middle for completion by the pupils)

Example : A circle is—? (Many correct answers are possible)

(d) Leading questions.

(The answer is already suggested)

Example : The scene is beautiful. Isn't it ?

(e) Simple alternative questions.

('Yes' or 'no' are the only possible answers)

Example : Can you tell me why did the government impose restrictions on imports ?

(f) Rhetorical questions—(asked merely for effect)

Example : Who can deny shakespeare's greatness ?

(g) Vague questions.

(Questions that are ambiguous)

Where is Tropic of Cancer ?

(B)

(6) The question should be put to the whole class rather than to individual pupils.

The whole class should be in readiness to answer the question.

(7) Suitable time should be given to the pupils to understand the question and to think over the answer.

(8) The questions should be distributed evenly. No section of the group, especially the back benchers and the weaker students should be neglected.

(9) The questions should be spread properly throughout the lesson.

(10) A question should not ordinarily be repeated. This creates inattention in the class. If repetition is necessary to make the question simpler and clearer, the form and the wordings should be changed.

(11) The pupils should be encouraged to ask questions for removal of their doubts or for eliciting further information.

(12) The questions should be interesting and have variety.

(C) (13) The answers should be received individually.

(14) Irrelevant or intentionally foolish answers should be discouraged.

(15) The teacher should not ridicule a pupil for answering incorrectly, nor should the other pupils be permitted to sneer at the pupil.

(16) Prompting should be avoided.

(17) The tendency of the pupils to say more than what is specifically asked in the question should be checked.

(18) Incorrect answers should not be accepted.

(19) Partial answers should be got completed by asking additional pointed questions

(20) Mistakes should be corrected immediately and

correct answers got drilled.

The pupil should be made to appreciate why and to what extent is his answer wrong.

(21) A good answer should have :—

- (a) Correctness of information.
- (b) Clarity of expression.
- (c) Methodical arrangement of ideas.
- (d) Economy of language— It is not always necessary to get the answers in complete sentences.

Teaching Aids

Teaching Aids are of various kinds. The Aids that are generally used in our schools may be classified as under :-

1. Graphics :

- (a) Pictures, drawings, Photographs.
- (b) Maps, Graphs.
- (c) Charts, Posters, Flash cards.

2. Three dimensional Aids :

- (a) Actual objects.
- (b) Models—working, sectional, Enlarged or reduced.
- (c) Study kits.

3 Boards :

- (a) Black Boards.
- (b) Flannel Boards.
- (c) Peg Boards.

4. Direct Experiences :

- (a) Visits and Excursions.
- (b) Make - ups.
- (c) Dramatics.
- (d) Demonstrational Experiments.

5. Auditory Aids—Gramophone, Radio.

6. Projected Aids—(a) Films and Film strips—
Sound and still.
(b) Slides.
(c) Epidiascope Projections.

These aids are quite familiar to the teacher. Their success depends upon :—

- (a) Quality of the teaching Aid.
- (b) Adequacy of the Aids.
- (c) Display of the Aid.

It should be remembered that :—

- 1) The teaching Aid should supplement class teaching and not supplant it.

Even the Exhibition of the sound filmstrips should be preceded and followed by perview, exposition, comments and student discussion.

2) Each aid must serve a definite purpose in the development of the lesson.

3) Too many aids that consume a lot of time should be avoided. The aids should be treated as means to an end and not a subject in themselves.

4) The lesson should not degenerate into a jugglers show, a tamasa or mere entertainment.

5) The aid should suit the **specific** requirements of the lesson at hand in a particular class.

Charts and pictures drawn by the teacher himself for his lesson are therefore more useful than the ready-made illustrations available in the market.

The Pictures shown in the class should satisfy the following requirements :— (similar remarks apply to other aids.)

1) The Picture should be appropriate to the age and class level of the pupils.

2) The picture should be simple in composition, proper in emphasis and easily understood.

3) The picture should be aesthetic in composition, lines and colour.

4) The picture should be authentic, truthful, up-to-date and complete.

5) The picture should be of proper size.

It should be large enough to indicate the needed details but small enough to be handled and used easily.

6) The picture should capture the attention of the Pupils and hold it. It should demand a serious study from them.

7) The picture and the writing on it should be clear and distinct.

8) The picture should be suggestive of reality and indicate **action**.

In a lesson on Gandhiji's contribution, for instance, a mere potrait of Gandhiji is not of any significant value. A picture showing Gandhiji engaged in some constructive activity would be better.

A few remarks regarding maps may also be mentioned :

1. Torn and old maps should not be displayed.
2. A pointer should be used to indicate places.
3. The course of rivers, mountain ranges, and location of places should be shown **correctly**.
4. A Globe must always be used along with flat maps in geography lessons.
5. The Pupils should be encouraged to locate places in the map themselves.

Display of Aids.

- 1) The place for exhibiting the aid must be suitably chosen. Pupils should be able to view it from their seats.
- 2) The necessary material needed for fixing up the aid (pins, stools, hammer etc) should be brought along by the teacher. Pupils should not be sent on errands.
- 3) The time when the aid is to be displayed and the manner of its display should be carefully planned beforehand.
- 4) The aids must be removed or covered immediately after their use.
- 5) A mere parade of aids serves no educational purpose. The attention of the pupils should be focussed on the specific aspects and details, necessary for the lesson.
- 6) Information should be, as far as possible, elicited from the pupils by means of suitable questions.
- 7) The aids should be arranged, organised and stored properly.

The Black board is perhaps the commonest and the most indispensable visual aid to a teacher. It has been, therefore discussed separately.

The Black Board :

The Black board may be used for :—

1. Quick revisional work :

- a) Revision of the previous lesson at the beginning of the lesson.
- b) Revision of the New lesson.

2. Development of Black board summary. It offers a high degree of opportunity to pupils to participate in the lesson. The black board is a 'point clincher'.

3. Rapid delineation of an illustration.

4. Lessening the monotony of teacher's speech.

5. Smoothening the process of learning by fusing the aural and visual stimuli.

6. Group work : Common mistakes can be corrected and discussed effectively with the help of the black board.

Essentials of Effective use of the Black board :

A Planning :

1) The Black Board should be placed at a suitable place so that the writing on it can be seen by pupils without crooning their necks.

2) The 'shine' of the black board should not strain the eyes.

Glare can be avoided by (a) Changing the angle of slope of the black board (b) closing or covering certain doors or windows (c) turning off (or on) the lights.

3) The Black Board should not be covered while writing on it. The teacher should stand at one side.

4) Maps, charts etc should not be hung from the black board. It should be left free.

5) The lay out should be planned ahead of time. The space where figures, illustrations, statistical tables are to be drawn should be carefully planned

6) The black board should be cleaned completely at the beginning of the lesson and at its close.

7) Moist eraser or duster should be used so as to minimise the spreading of the chalk dust in the air. Uniform down-ward strokes of the eraser rather than scrubbing with irregular movements reduce the dust hazards.

B. Writing :

1) Writing should be neat and legible.

2) Lettering should be bold and properly spaced.

3) Writing should be in straight lines.

4) The chalk stick should be so handled so as not to produce an unpleasant screeching sound.

5) The teacher should not talk to the black board while writing on it

6. The black board should not be crowded.

7) Complicated illustrations should be prepared beforehand on a stencil and then transferred to it.

8) Coloured chalk may be used for focussing

attention, or for emphasis.

9) The work on the black board should be done speedily.

Black board Summary :

1) The Summary should present, at a glance complete view of the essential features of the lesson.

2) The Summary should be perfectly free from mistakes—factual or linguistic.

3) The Black Board Summary should be systematic and coherent.

4) The Summary should be Clear and Brief. It need not contain complete sentences. Key words methodically arranged so as to convey the abstract of the lesson is to be preferred.

5) The pupils should be given time to copy down the Summary in their **fair** note books for their use at home.

6) The Black board summary should be developed with the active co-operation of the pupils.

Class management

The teacher should pay adequate attention to the following aspects of the class management :—

(1) Seating arrangement of the Pupils.

(a) The pupils should be seated in such a way

that the black board can be seen clearly by each pupil.

Smaller boys should preferably sit in the front rows.

- (b) Pupils with defective vision or hearing should be seated in the front rows.
- (c) The teacher should have an easy access to the pupils.
- (d) The pupils should not find any inconvenience while working at their seats, especially while drawing, writing or painting.

Pupils should not be crowded in one row.

- (e) The movement of the pupil to and from his seat should not disturb others sitting near him.
- (f) The class should be a compact whole. The tendency of the pupils to spread out irregularly, leaving many seats vacant, should be checked.

Ordinarily, the class should be taken in the class-room. It should **never** be taken in the open if :—

- (a) The weather is either sultry or damp or unbearably cold.
- (b) The ground is wet.
- (c) There are no adequate seating arrangements.

- (d) There is no arrangement for the black board.
- (e) There is any distraction around.

(2) Light and ventilation.

- (a) The room should be sufficiently lighted but all glare should be avoided.
- (b) Light may come from the left, behind or above, but it should never come direct from the front.
- (c) Cross lights that multiply shadows should be avoided
- (d) The ventilation should be adequate, but draught should be checked.

It is true that the teacher cannot do much about it. But, perhaps, opening or closing of a particular window or door, switching off or on the artificial lights, changing the seating arrangement of the pupils, or tilting the black board slightly would help.

- (e) If the room has to be warmed during winter :—
 - (a) The warming should be moderate and evenly distributed.
 - (b) The air in the room should not become too dry.
 - (c) Smoke should not contaminate the air.

3) Position of the teacher.

- (a) The teacher should choose a convenient place from which he can command the whole view of the class.
- (b) The teacher should talk preferably while standing.
- (c) The teacher should sit properly and not recline in his chair.

(4) Postures of the Pupils.

- (a) The pupils should not be allowed to stoop over their desks.
- (b) While writing or reading, they should not pour over their note books.
- (c) While writing, the pupil should not rest the head in his left hand nor rest the elbows on the desk.
- (d) The pupil should stand erect and not lean over his seat.

(5) Maintenance of Discipline.

A good discipline is characterised by :

- (a) Its effect in the class room :—
 - 1. The pupils obey the teacher willingly.
 - 2. The teacher faces no indisciplinary problem.
 - 3. The pupils work quietly and orderly.
 - 4. The pupils work diligently and actively even

when the teacher is not supervising.

5. The pupils have a feeling of responsibility.

(b) Its effect on the formation of character.

Bad discipline in the class often arises because of :—

1. Bad physical surroundings — eg : Lack of seats in the class, insufficient light etc.

2. Oddity in dress, manners or voice of the teacher or a pupil.

3. Bad conditions for learning :—

(a) The lesson is dry and difficult and the pupils do not comprehend it.

(b) The method of the teacher is bad.

(c) The pupils have overworked and need some rest or change of work.

(d) Bad supervision.

4. Emotional problem of a pupil.

In exercising disciplinary measures, the teacher should :—

(1) Be consistent — Not sometimes strict and at other times loose.

(2) Be impartial — Not soft to his favourite pupils.

(3) Be discriminative — Not hard and mechanical.

(4) Be strict and yet humane.

Some practical suggestions :

- (a) The teacher should by his personal example in the class inculcate the habits of punctuality, courtesy, obedience etc among his pupils.
 - (b) The teacher should win the affection and confidence of his pupils. A ridiculing teacher often encounters retaliation of his pupils.
 - (c) The teacher should keep an eye over the whole class. Acts of indiscipline should be checked as soon as these are discovered.
 - (d) Mischievous pupils should be seated apart from one another and preferably be in the front rows.
 - (e) All the pupils should be engaged in some fruitful work, which is within their capacity.
 - (f) A closer supervision eliminates many disciplinary problems.
 - (g) Punishments if necessary, should be given with proper care :
1. The punishment should be suited to the offence. For minor acts of indiscipline, only mild punishments.
 2. The punishment should be suited to the pupil. A mere appeal to the sense of dignity or to the sense of shame may be powerful correctives for some pupils whileas others may need a

harsher treatment.

3. The punishment should not be given in anger or as a measure of vengeance
4. The punishment should be given immediately after the offence. The pupil should appreciate the reason of the punishment.
5. The punishment should not harden, demoralise or make the erring people a hero.
6. The punishment should create an impression on the pupils.
7. The punishment should be given after ascertaining full facts about the 'situation'.
8. Corporeal punishments should be totally abandoned — at least by young teachers.
9. Imposition of fines should be avoided.

It is better to call the guardian of the pupil and discuss matters with him.

The punishment is a negative device and should, as far as possible, be minimised. **Rewards** on the other-hand have a positive effect. But :—

1. The rewards should be given judiciously and sparingly.

The pupils should be lead to realize that learning their lessons or behaving properly is their **duty**.

2. Too frequent a use of 'Shabash', 'Theek'

"Good" etc. should be avoided.

3. The practice of giving monetary rewards, sweets or bits of chalk after a lesson is over should be discontinued.

(h) The following type of teachers Never gain the respect of their pupils, and consequently often face disciplinary problems in the class :-

1. The teacher who comes unprepared to the class.
2. The teacher who talks ill of his colleagues and others.
3. The teacher who often brags about his achievements and personal accomplishments.
4. The teacher who seeks cheap popularity by tampering with the rules or pandering with what is wrong.
5. The teacher who creates 'favourites' in the class and thereby tries to disrupt the unity of the group.
6. The teacher who is either too lenient or too strict.

The teacher should pay special attention in removing the following common bad habits of our pupils:-

- (a) Late coming to the class.
- (b) Entering or leaving the room without permission.

- (c) Scribbling on books.
- (d) Spoiling the furniture in the class.
- (e) Discourteous behaviour.
- (f) Back biting.

Teacher's Personality

Voice: 1. The pitch of the voice should be suited to the class.

The voice should be loud enough to be heard by all the pupils, but shouting or shrieking should be avoided

- 2. The teacher should speak gently, kindly but effectively. Querulous and snappish tone should be avoided.
- 3. The voice should be properly modulated.

Narration :

- 1. The tone and manner of the teacher should be unaffected. Monotonous and laboured style should be avoided.
- 2. The words should be free from defects of emphasis, pronunciation, articulation and intonation
- 3. The language should be simple and direct. The choice of words (diction) should be appropriate.
- 4. The narration should be fluent and expressive.

The voice should give a fair translation to the appropriate sentiments or emotions. Fluency does not mean a rapid gabble.

- 5 The pace should be suited to the age-level of the pupils. The teacher should avoid drawling or speaking fast.
6. The teacher should avoid awkward mannerisms—shrugging of the shoulders, over gesticulation, etc.
7. The teacher should choose a convenient place in front of the class and face the pupils. Unnecessary movements should be avoided while talking.

Dress :

1. The dress should be simple and dignified.
2. Gaudy colours and gorgeous designs should be avoided. Fashionable and 'too modern' dresses do not suit a teacher. A teacher in a class is not a **'model'** of a fashion parade.
3. The dress should be neat, tidy and in keeping with the ideals of the country.
4. The tight fitting dresses that restrict free movement should be avoided.
5. The dress should be worn properly.
 - (a) Mufflers, ties or saris and shawls should be worn properly.

- (b) Shirts and pantaloons should be pressed and wrinkles ironed out.
- (c) Shoes should be polished and laced.
- (d) Coats etc should be buttoned up.
- (e) The teacher should pay attention to his personal cleanliness—the nails and the beard should be trimmed.
- (f) The hair should be oiled, combed and brushed.
- (g) The lady teacher should wear the cosmetics decently.

The pupils take the teacher as their hero and imitate him in dress and manners. Anything that is likely to influence the pupils adversely should be avoided.

Attitude :

- 1) The teacher should be **energetic**. Many lessons often fail because of the listlessness, apathy and indifference of the teacher.
- 2) The teacher should be **sympathetic** towards his pupils.
 - (a) He should respect the views and feelings of his pupils.
 - (b) He should understand the problems of his pupils.
 - (c) He should avoid scolding his pupils, or calling them by disrespectful nicknames.

- (d) He should protect the erring pupil from the sneer of his classmates.
- (f) He should encourage the bashful and the shy pupils to overcome their diffidence in answering questions.

3) The teacher should appear cheerful. He should try to forget his personal worries in the class and have a ready smile for his pupils.

A morose and sullen teacher creates a dampening atmosphere in the class, while the humorous and quick witted teacher makes even the difficult and dry lesson interesting.

- 4) The teacher should be of good address.

He should be courteous, affectionate and helpful to his pupils.

- 5) The teacher should be honest and fair. He should not only be honest but should also appear to be so. No favouritism should be shown to any particular pupil.

Ingenuity and Tact :

The teacher should have the capacity to deal with any unforeseen situation that may arise in the class. Ingenuity is partly natural and partly acquired.

The skill in adapting to circumstances depends largely on :—

1. Presence of mind : The teacher should have

enough patience and not lose his confidence or temper even in the most trying circumstances especially :—

- (a) When a pupil almost refuses to understand a simple idea even when explained many a time.
- (b) When a pupil does not restrain himself from doing mischief even after repeated warnings.

2. Keen perceptive powers :

The teacher should be quick of eye and ear and nothing done or said in the class should escape his notice.

He should be quick to grasp the situation and imaginative enough to apply remedial measures.

3. Resourcefulness : The teacher should know how to use his tools skills and knowledge to his maximum advantage. He should be prompt to seize any educational opportunity that may fall in his way during teaching.

4. Self confidence : It is perhaps natural for young teachers and novices to be nervous for sometime. Confidence to face the class develops by familiarising oneself with the pupils and with the experience of teaching.

The following symptoms usually indicate nervousness in a teacher :-

- (a) The colour of his face turns pale or red.
- (b) His eyes look vacant
- (c) He keeps his gaze fixed to the floor or towards the walls.
- (d) He looks constantly towards a particular pupil.
- (e) He fumbles for words while talking.
- (f) He repeats his sentences unnecessarily.
- (g) He makes meaningless movements.
- (h) He overuses the black board.
- (i) He avoids to teach a higher class.
- (j) He complains of giddiness.

The teacher can cultivate self confidence by:—

- (a) Increasing his subject-matter competence.
- (b) Learning the art of teaching.
- (c) Familiarising himself with the pupils.
- (d) Toning up his nervous system.
- (e) Ignoring the presence of critics.
- (f) Advance planning of the lesson before its actual delivery in the class.

The Individuality of a Lesson.

Teaching is essentially an **Art**. As a piece of art a lesson should have balance, harmony and proportion.

The lesson has a certain uniqueness of its own and reflects the endowed artistic potentiality of the teacher. A teacher grows and matures by observing the performance of his colleagues, by gaining experience through purposeful teaching and by evolving procedures which yield quicker and better results.

The overall effects of good teaching are :—

- (a) The teacher feels a sense of satisfaction after the completion of his work in the class.
- (b) The pupils are sorry to part company with the teacher.
- (c) The pupils leave the class with a keen desire to study and learn more about the topic.
- (d) The pupils are aroused to ask challenging questions.
- (e) The pupils co-operate willingly with the teacher, and their response is good.

Sir H. E. Oakley has categorised the **Faulty lessons** as :—

1. The Echo Lesson — Mere statements and questions
2. The Lecture Lesson — Pupils are disinterested passive listeners.

3. The Desulutory Lesson — A number of disconnected topics jumbled in the lesson.
4. The Disproportionate Lesson — Unimportant details crowd out the essentials
5. The Personal Lesson — The teacher talks more of himself than about the subject.
6. The Assumptive Lesson — The teacher is unmindful of the previous knowledge, and the capability of his pupils.
7. The Discursive Lesson — The teacher goes astray from his theme.
8. The Irrational Lesson — The teacher attempts to elicit matters of fact.
9. The Mechanical Lesson — The teacher falls into routine and ignores the development of abilities in his pupils.

Criticism of a Lesson »

The teacher should observe the lessons of experienced

teacher, note the strong and weak points of the lesson and discuss and criticise it objectively for his professional advancement.

The critic of the Lesson is not a mere fault finder. True criticism implies :-

- (a) Fixing a high standard of a achievement.
- (b) Assessing in what aspects does the lesson approach to or fall short of the standard.

(1) The criticism should be **thorough**

Instead of criticising the lesson as a whole superficially, every aspect of the lesson should be commented upon thoroughly.

(2) The criticism should be **balanced**.

It should be destructive as well as constructive. It should expose the weaknesses and also commend the good features.

(3) The criticism should be **suggestive** of better methods. Merely pointing out of faults is not enough. Improvements and alternative devices should be suggested.

(4) The criticism should be **proportionate**.

Comparatively less important mechanical routine should receive less treatment as compared with the more important pedagogical details.

(5) The criticism should be **consistent**.

Similar situations should evoke similar remarks of the critic.

(6) The criticism should be **truthful**.

No extraneous factors should influence a critic while criticising or evaluating a lesson.

Also, situations which have been neither observed nor reasonably assessed should not be commented upon

(7) The criticism should be **clear**.

The language should be precise, pointed and without ambiguities. The criticism should not degenerate into sarcasm.





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